Massachusetts General Hospital School of Nursing 1968-1969

Massachusetts
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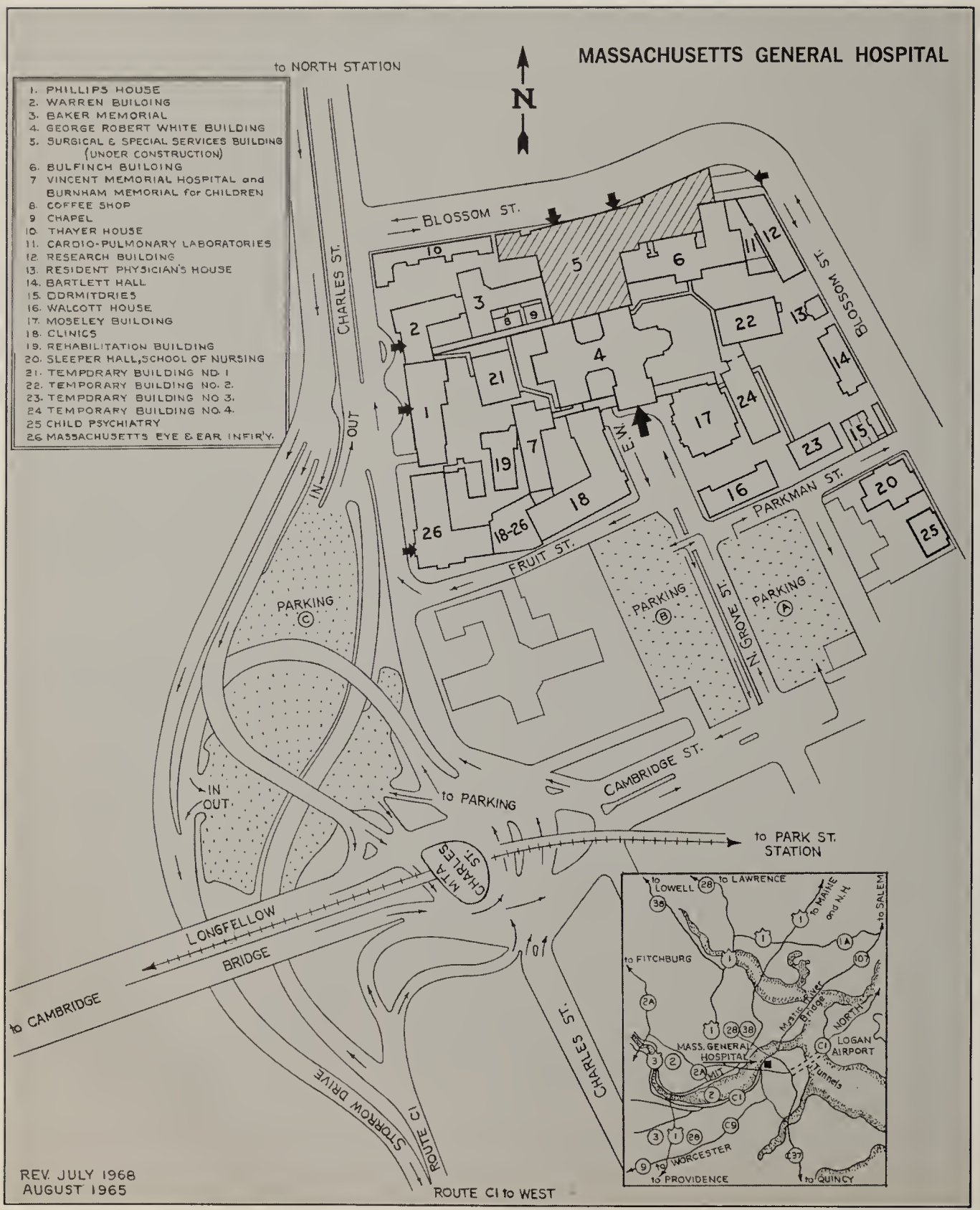
School of Nursing
1968-1969
Boston, Massachusetts



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Photos by Mark Silber, Clayton Hubbard and Donald MacSorley

CALENDAR

First Quarter

Holiday	Labor Day
Registration, Entering Freshmen	Tuesday, week after Labor Day
Capping	First Thursday, September
Holiday	Columbus Day
Convocation	Ether Day Week
Holiday	Veterans' Day
Parents' Day for Juniors	First Saturday, November and December
Holiday	Thanksgiving Day

Second Quarter

Candlelight Service	Third Wednesday, December
Christmas Vacation for Freshmen	Christmas and New Year Weeks
Holiday	Christmas Week
Holiday	New Year's Day
Holiday	Washington's Birthday

Third Quarter

Holiday	Patriot's Day

Fourth Quarter

Holiday	Memorial Day
Holiday	Independence Day
Summer Vacation Freshmen	4 weeks June-July
Summer Vacation Juniors	4 weeks August
Commencement Seniors	First week August
1968-69 Quarters begin	September 3, November 25, February 17, May 12

FOREWORD

The choice of a school of nursing today should be made only after careful consideration of all types of educational opportunities in nursing, and after honest evaluation of the personal investment to be made in preparation for a career in nursing. Programs preparing for nursing range in length from fifteen months required by schools for practical nurses to two, three, four or more years required by schools for registered nurses. Investment in education is not only the monetary payment for tuition, it is a giving of time and the application of self to study and to the life of a student and an educated man or woman.

Types of programs for nursing education include programs of two years in length found in junior colleges which lead to the degree of Associate in Nursing; programs requiring three years, conducted by hospitals, which lead to a diploma in nursing; and programs offered by colleges and universities which are four or more years in length and lead to the Bachelor of Science degree. All of these entitle the graduate to take the examinations set by the Board of Registration in Nursing to secure his registration as a nurse, a prime essential to the practice of nursing.

There is much discussion today as to which type of school is best. Excellence in a school of nursing for any applicant is related first to the quality of program provided, second to the goal of the interested applicant, and third to the applicant's potential, the family's economic ability, and the young person's own personal interest and dedication.

To evaluate a school of nursing an applicant should secure information about the school: its teaching staff and their preparation; the adequacy of classrooms, laboratories, and library; the quality of opportunity available for clinical experience; the curriculum as a whole; the policies guiding student life in the school; the school's expectation of its students; the school's accreditation status; and finally the achievements of the alumnae in nursing, and their contributions as citizens in the community.

To match goal to school program successfully the goal must first be defined. If the applicant's goal is to learn to give direct care to patients in hospitals and clinics, the hospital or junior college plan will offer sound and satisfying education. If it is to learn in a program which provides the most contact with patients the hospital school might be the choice. If it is to get to work as rapidly as feasible, obviously the choice will be between the junior college and hospital school plans.

If, on the other hand, Public Health Nursing is the career plan, or a general education combined with nursing is desired, then only the Baccalaureate Degree program can lead directly to the goal. Advanced preparation for specialization in administration, supervision, or teaching is built upon the Baccalaureate program. Those whose ultimate aim is already known to be in one of these fields will consider seriously the college plan.

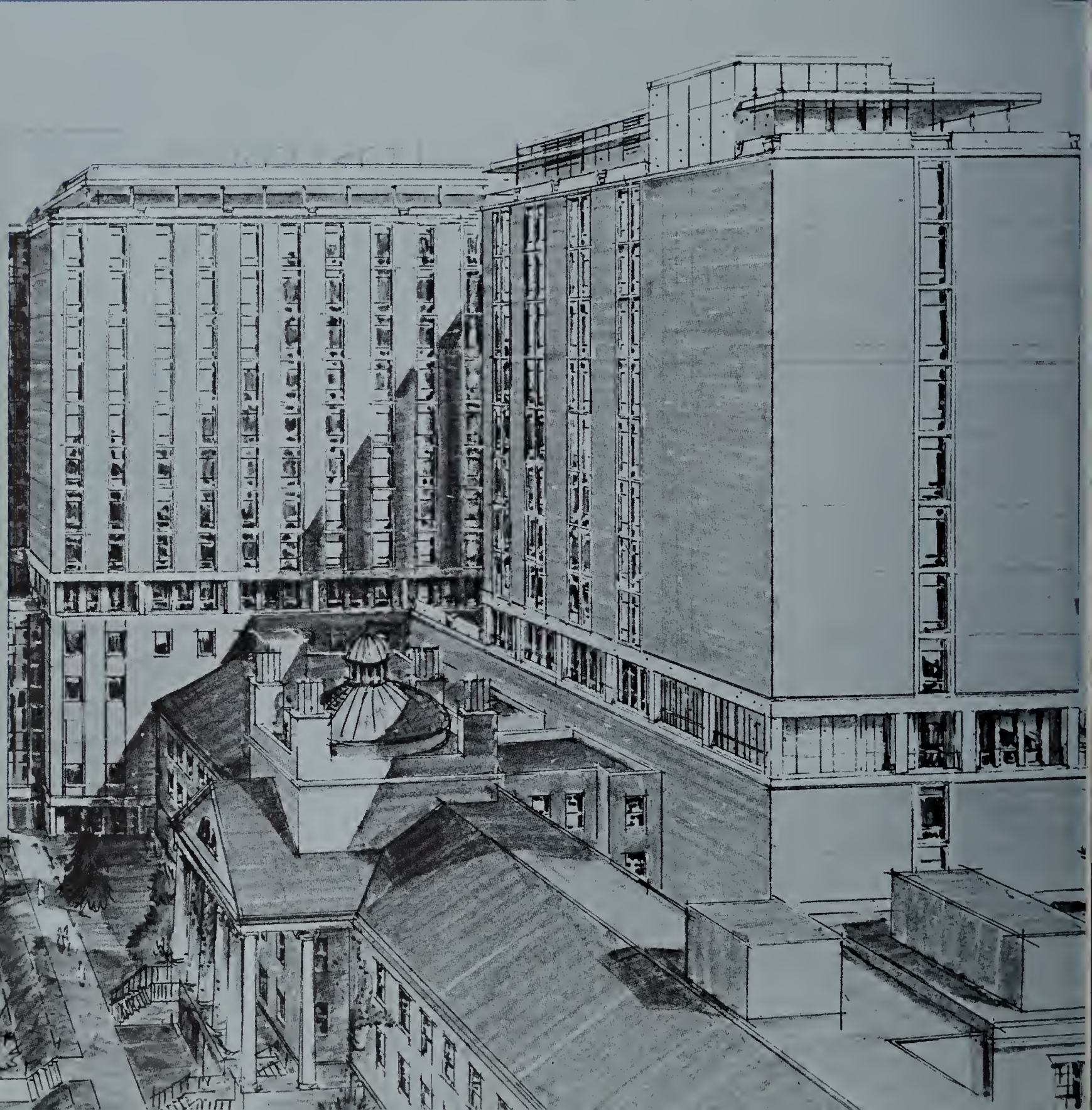
To change goals during the process of any education, that is to build a degree pro-

gram upon either hospital school or junior college graduation, is not impossible. However, such change may be expensive of time and study, and may require some duplication of courses, since all three programs involve some similarities but differ in approach, content, and prerequisite preparation.

Excellence of opportunity and goal will in the final choice be influenced by the applicant's academic potential, economic ability and personal interest. Nursing schools today expect young men and women to have proven ability for study beyond the high school, effective knowledge of study methods, and a readiness to apply self seriously to the process of learning to become a nurse. As in other types of education, education for nursing grows more costly. Financial aid is available to students with need in most schools. It is wise, however, to have reasonable assurance that the expense for tuition, maintenance, and other fees for the entire program can be met by family, student earnings, or other dependable sources. In many three-year schools the summer term is not free for paid employment.

Nursing as a career offers unique opportunities in civilian services, military services, or in unusual positions with the Peace Corps or the World Health Organization abroad. The field of nursing is still fluid; new trends are constantly presenting new demands and new challenges. The person who has aptitude and sound preparation for his work will find satisfactions in nursing seldom found in other careers.

For women who do not remain active in nursing, the education will provide excellent preparation for the administration of a home and the upbringing of children, as well as for citizenship in community life. Through the combination of a knowledge of life, of health, and of the prevention of disease the nurse can make a valuable contribution to the welfare of society.



THE MASSACHUSETTS GENERAL HOSPITAL

The Massachusetts General Hospital, the third oldest voluntary, nonprofit hospital in the United States, and the oldest in New England, received its charter of incorporation in 1811. The original building is named after Charles Bulfinch, the renowned architect who designed it. Like Faneuil Hall and the State House, also designed by Bulfinch, it is one of the historic examples of the country's early architecture. From this single building the Hospital has expanded to include some twenty buildings, twelve of which surround the original Bulfinch.

Three purposes were planned for the new Hospital when the doors were opened to the first patient in 1821; the care of the sick, the teaching of those who were to give the care, the research into the causes of disease, and the care of people. Since that time the doors have remained open to the public day and night, and patient care continues to be the primary objective of the Hospital's program.

Services available to the patients reflect both the teaching and the research interests of the Hospital. Today, as in former years, this Hospital with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, is continually contributing to the welfare of humanity. Planned as a service to the needy sick both the Hospital program and its facilities were expanded in 1903 to add services for the ambulatory sick in the Clinics. For those who wish private care the Phillips House was opened in 1917, and the Baker Memorial in 1930. In 1939 the George Robert White Building was opened to provide more facilities for patients requiring surgery, and a small unit for the care of patients with infections. Greater breadth of services became available with the establishment of a Psychiatric Unit, the fusion of the Huntington and Vincent Hospitals with the Massachusetts General Hospital, the opening of the Burnham Memorial Hospital for Children, the establishment of a unit for rehabilitation services, and in 1962 the dedication of the Joseph P. Kennedy, Jr., Memorial Laboratories for Research on Mental Retardation. The complex has grown from the classic Bulfinch Building to the new Surgical and Special Services Building, and the Shriners Burns Institute.

Just as the Hospital took leadership in providing opportunity for the demonstration of ether anesthesia in 1846, so it took leadership in 1896 just fifty years later in the establishment of a Pathological Laboratory and the introduction of the use of X-ray for diagnostic purposes.

As it grew, it was evident that the Hospital recognized and accepted its immediate and future responsibility for patients, not only through attention to scientific investigation, but also in relation to the personal and social needs of patients. In 1905, Dr. Richard Cabot and Miss Ida Cannon established the first hospital Medical Social Service, a service which has been studied and adopted in many countries throughout the world.

Within the Hospital today educational programs are conducted for about twenty different groups of workers in the health field.

A few of these are courses for medical social workers, pastoral care, dietitians, medical illustrators, medical technicians, laboratory technicians, directors of volunteer departments, and for numerous others who share in the care of patients.

SCHOOL OF NURSING

The School of Nursing, established in 1873, was one of the first three schools in the United States to be organized on the Nightingale plan.

The Women's Education Association of Boston, interested in developing a new occupation for self-supporting women, envisioned trained nursing as a means both of serving young women interested in a career and benefiting the community in which these nurses would work. For twenty-three years the School, then known as the Boston Training School, operated independently of the Hospital, but used the Hospital wards to provide practical experience. Having once proved the value of the trained nurse, as well as the worth of the School to the Hospital, the School's Board of Directors transferred the Training to the trusteeship of the Massachusetts General Hospital. At this time the name was changed to the Massachusetts General Hospital Training School for Nurses. Since neither the residence nor the practice field of the student nurse was changed, the continuity of the School remained unbroken. In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing to emphasize the changing philosophy of the School.

The School has had three collegiate affiliations. From 1919 to 1936, with two other hospital schools, a program was conducted with Simmons College, providing opportunity for students in nursing who wished to combine a broad general education with education in nursing. From 1945 to 1966, Radcliffe College and the Massachusetts General Hospital School of Nursing established a Coordinated Program for the preparation of women who wished to pursue both liberal arts and nursing. From 1962 to 1966, the Massachusetts General Hospital School of Nursing offered to one section of the entering freshman class, who wished to enrich their study of nursing, the opportunity to enroll in college classes in basic sciences and English at Northeastern University as a part of their three-year basic nursing program.

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938 the School was surveyed and fully accredited by the National League of Nursing Education. In 1960, 1963 and 1968, it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing. Graduates of the School, to the best of our knowledge, are eligible to take examinations for registration in every state of the Union. If the grades obtained in the Massachusetts State Board of Examinations are sufficiently high the graduate may be registered in other states by endorsement. Obviously, no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however, is to keep informed of all regulations, and to prepare its graduates as far as possible to meet them.

Just as when the School began, the broad aim established to guide the program re-

mains to prepare young people to give nursing care. However, changing patterns of medical care and emerging social trends necessitate constant re-examination of both goal and program, and frequent modification of the curriculum. Since the School admits students directly from high school the level of teaching is adapted to the needs of the high school graduate. The School expects to admit those young people who have a sound educational background, academic potential, interest in nursing and study, and a personal readiness to grow within the School's philosophy and program. The program is divided into two periods. The first, of two years, recognizes the need for the prerequisite acquisition of knowledge basic to nursing, and introduces the student through a graduated program to the increasingly complex practices and the more demanding responsibilities. The second segment, the third year, emphasizes development of skills, and the sense of personal responsibility expected of the beginning nurse practitioner. Thus it is hoped to educate students in nursing to give individualized nursing care and to develop a foundation of nursing knowledge which can be transferred from one situation to another. Experiences provided help the student early to develop a type of leadership and a power to make wise decisions that will be of value in advanced study, positions requiring leadership skills, and in life.

Facilities Utilized for Instruction

The opportunities offered by a large general hospital with over 1,000 beds in a metropolitan area assure broad and varied clinical laboratory experiences for students. The Massachusetts General Hospital and other agencies with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The General Hospital has facilities for instruction in the nursing care for men, women, and children, with medical or surgical conditions. The Baker Memorial and Phillips House offer similar facilities for the care of private patients. The Clinics with a daily average of about 700 patients provide unique opportunities in the care and rehabilitation program for the ambulatory. Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching program conducted within the Hospital all services provide maximum educational opportunities.

All students go to the McLean Hospital for clinical experience in psychiatric nursing and to the Boston City Hospital for clinical experience in maternity nursing under the guidance of instructors from the home school. The courses in psychiatric and maternity nursing are taught at the home school.

The Massachusetts General Hospital and the affiliated institutions where the students have maternity and psychiatric nursing are accredited by the Joint Commission on Accreditation of Hospitals.

Planned field trips to various parts of the community and to various community facilities are correlated with courses of instruction and add another dimension to the program.

Within the Hospital and School residences there are five classrooms and six laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of sciences, three for developing certain nursing skills, and the other for the teaching of nutrition. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Nursing School Library is named the Palmer-Davis Library in honor of two alumnae of the School. A professional librarian is in charge of this library which contains over 5,200 professional volumes, 5,000 titles, over 160 periodicals, a collection of current pamphlets, and 400 volumes in the historical collection. A reading room and small library stocked with selected books and periodicals are located in the freshman residence at 20 Charles Street. In addition to these, students have full access to the Warren Library, the patients' library of 4,000 volumes, and for special projects and papers to the Treadwell Library, the Hospital's medical library, of 21,900 volumes and 125 periodicals.

Faculty

The teaching staff of the School of Nursing includes a large full-time faculty which is augmented by professional personnel from many areas within the Hospital. Forty-eight faculty members allow for an instructor/student ratio of one to eight. The breadth of background and experience of the faculty is indicated by the fact that diplomas and degrees held by faculty members represent more than twenty different schools of nursing and more than twenty different colleges and universities in various parts of this country and Canada.

Philosophy

We believe that Nursing is an art and a science of interpersonal service to individuals and families. Nursing in attempting to meet human needs in sickness and health utilizes understanding, insight and skill, as well as individual responsibility and judgment.

Nursing involves the ability to assess situations, to make decisions, and to give physical care and emotional support together with other members of the health team. Nursing should contribute to the promotion of health, optimum utilization of capabilities, care of the sick, and preparation for death.

We believe that students selected should have academic potential, adequate educational background, interest in nursing, and a readiness to grow personally and professionally.

We believe that education is a continuous process directed toward developing increasing ability to think, communicate, make relevant judgments, discriminate among values, and master skills.

Learning is the process of changing one's behavior. It embraces the idea that purposes, feelings, attitudes, way of life, and personal dedications are learned as well as subject matter and technical skills.

We believe that faculty members should be interested in students, well informed with concentrated knowledge in their own fields, and cognizant of new concepts and methods in education and nursing. The teacher's efforts should be directed toward motivating nursing students to enhance their own learning experience, and to develop effective communication skills and good interpersonal relations. The faculty should help the students to establish and maintain good personal health standards and practices so that they can help others toward these same goals.

We believe that the faculty has the responsibility for the direction of the learning experiences throughout the entire program, and in fulfilling this responsibility, work with the designated members of the staff to use most effectively the resources provided.

We believe that a graduate of this Diploma Program is prepared to function as a beginning staff nurse in the various types of hospitals, extended care facilities, and in clinics and doctors' offices.

ADMISSIONS

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons the Committee on Admissions selects a carefully balanced group of about 135 students whose abilities, interests, and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications. Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgment of the Faculty, to be best qualified for the program in this School. Since applications are processed as received, applicants are encouraged to apply early in their senior year.

The factors considered in evaluating each applicant include:

1. Secondary school record.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board.
3. The National League for Nursing Pre-Nursing and Guidance Test.
4. The recommendation of the principal, counselor or dean of the secondary school or college.
5. Three references from teachers, employers or other qualified persons.
6. Personal essay of the applicant.
7. Health record.
8. Interview.
9. Personal qualifications, such as intellectual and emotional maturity and a discriminating interest in extra-curricular activities.

Application for Admission

Applications should be submitted on the form provided by the School which may be obtained on request. A $10 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Juniors who have fulfilled the entrance requirements may apply at the end of their junior year and may be given an early decision contingent on satisfactory completion of the senior year.

Age, Marital and Citizenship Status

The preferred age for applicants is between 17 and 35 years at the time of entrance, but older applicants may be considered. Both single and married men and women who meet the requirements of the School are eligible.

Since the State of Massachusetts requires United States citizenship or a declared intention of citizenship for entrance

into a school of nursing, candidates who are not citizens may be admitted only under certain circumstances and should make individual inquiries.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is required. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject.

Specific subject requirements are:

English, 4 years	4 units
Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent)	3 units
Foreign language, 2 years of the same language	2 units
History, or Social Studies, 2 years (one full year of history, and one half year of Civics or Problems of Democracy may be accepted)	1½ or 2 units
Science, college preparatory	1 unit
biology 1 year, college	1 unit
preparatory chemistry 1 year	
Elective	3½ or 3 units
	16 units

Recommended electives include a third year of the same language, physics, a fourth year of mathematics, additional social studies or a second language. Although the minimum requirement is 16 units, the curricula showing strongest preparation are given preference.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics course listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin or a modern language are both acceptable, but a minimum of two years of the same language is required.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the school's passing grade. Preference is given to those applicants who rank in the upper quarter of their class. Choice of curriculum or "track," honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for post-graduate educational programs as well. The tests required are:

Verbal Scholastic Aptitude
Mathematics Scholastic Aptitude
English Achievement
Level I Mathematics Achievement

It is recommended that these tests be taken by December or January of the senior year to ensure sufficient time for review of the completed application. Junior

year test scores are acceptable. If two scores in the same test are submitted, the higher score will be accepted.

The tests are given in December, January, March, May and August, and application to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this School; the College Board requires a fee of $1 for such a report.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey (or P. O. Box 27896, Los Angeles, California for western residents).

National League for Nursing Pre-Nursing and Guidance Test

The Pre-Nursing and Guidance Examination Service of the National League for Nursing was established to assist basic professional schools of nursing in the selection and counseling of applicants to their program. A good selection test, when used in conjunction with other information about the applicant, gives an indication of the prospective student's potential for completing the program and for succeeding in the field for which the program offers preparation.

Health

A physical examination report on the form provided by the School and subject to approval by the School Physician, is required of all applicants. Applicants who live in the vicinity of the School may arrange individually to be examined by the School Physician as private patients if they so desire. Applicants with disabilities which will probably not interfere with the study or practice of nursing may be approved on individual consideration.

Interview

A personal interview with the School Counselors or another member of the Admissions Staff is required for all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An Alumnae regional representative will interview applicants who live beyond a day's round trip from Boston.

An Open House is held on a Saturday morning each fall and spring. If applications are sufficiently advanced at this time, an interview may be requested for the same day, especially by students who reside at a distance. Tours of the School and Hospital are conducted at these times. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. Juniors and seniors who are considering an education in nursing are cordially invited to attend Open House when a detailed discussion of the nursing education programs at the Massachusetts General Hospital School of Nursing is pre-

sented and there is opportunity to meet with Faculty and students.

Advanced Placement and Course Exemption

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses. Grades received in college should indicate the applicant's ability to carry satisfactorily a program of study on the college level. Below "C" level work is considered unsatisfactory.

Transfer credit for college work or study in other schools of nursing will be considered on an individual basis.

Students applying for transfer from other schools of nursing will be evaluated individually, and they must have met the course requirements of this school of nursing before being considered.

Students who have attended college and whose marks are sufficiently high may be allowed course exemption for courses that are substantially equal to those offered in the program at the Massachusetts General Hospital School of Nursing.

GEOGRAPHIC DISTRIBUTION OF STUDENTS

	NUMBER OF STUDENTS			
	Class of 1968	Class of 1969	Class of 1970	Class of 1971
Massachusetts				
Greater Boston	34	37	38	42
Outside Greater Boston	35	50	36	28
Maine	5	8	8	6
New Hampshire	6	7	8	3
Vermont	2	2	2	1
Connecticut	10	11	9	7
Rhode Island	2	3	2	6
New York	3	5	7	7
New Jersey	2	5	3	8
Pennsylvania	2	1	7	3
Virginia		1	1	
North Carolina				1
Florida	1	1		1
Alabama			1	
Ohio	3		1	1
Michigan	2		3	1
Illinois	2			
Indiana	1			
Minnesota				1
Iowa	1			
Wisconsin	1	1		
New Mexico			1	1
Washington		1	1	
California		2		
Other Countries				
Canada		1	1	2
Haiti	1		1	
Bahamas		1		
Panama				1
Hong Kong				1

FINANCIAL AID

It is the aim of the Massachusetts General Hospital School of Nursing to make its educational opportunities available to as many qualified students as possible, who without such aid, could not meet the full expense of the nursing program.

Financial Aid is offered in the form of grants-in-aid, loans, and scholarships which are awarded annually. The Committee on Financial Aid considers each application individually and determines on the basis of need and available funds the form which the award will take.

The grant-in-aid is a form of remitted tuition whereby the student agrees to contribute to the School a specified number of work hours within the school year. Freshmen give ten hours, juniors contribute fifteen hours, and seniors give twenty-five hours for each one hundred dollars that is awarded to them. Opportunities for work consist of typing, filing, touring hospital visitors, hostessing at teas, and the like.

Application forms for financial aid for entering students and for students already enrolled may be obtained from the office of the Director of the School and should be returned to that office by May 15.

Scholarship and Loan Funds

The following is a list of scholarship and loan funds established by gift or endowment. The student need not apply for a specific scholarship or loan.

Scholarships

MARTHA McDOWELL CARPENTER SCHOLARSHIP FUND, 1966

WILLIAM C. AND JESSIE B. COX SCHOLARSHIP FUND, 1962

ANNE CROTTY SCHOLARSHIP FUND, 1961, established in her memory by her sister. Mrs. Helen E. Ward.

NANCY M. FRASER SCHOLARSHIP FUND, established in memory of Nancy M. Fraser, class of 1914, and for many years health supervisor in the School of Nursing, by her brother and sister, Mr. Norman Scott Fraser and Mrs. Douglass.

NATALIE McLEAN KELLER SCHOLARSHIP FUND, established in 1965 in memory of the wife of Dr. John Keller, Director of Student Health Services.

LOTTIE POTTS LELAND SCHOLARSHIP FUND, established in memory of Lottie Potts Leland, Class of 1910, by her husband, Dr. Ora Miner Leland.

NANCY E. MITCHELL SCHOLARSHIP FUND, established in memory of Nancy E. Mitchell, class of 1967.

DOROTHY DAYTON MORGAN SCHOLARSHIP FUND, established in 1961, by Mr. and Mrs. Thomas Toplin and classmates, in memory of Dorothy Dayton Morgan, class of 1945.

SCHOLARSHIP FUND, established by an anonymous donor, in 1966.

JESSIE M. STEWART SCHOLARSHIP FUND, established in memory of Jessie M. Stewart, class of 1935, Assistant Director of the School of Nursing, by her family, friends, and former students.

Loans

FEDERAL LOAN, NURSE TRAINING ACT OF 1964, PUBLIC LAW 88-58.

MARIAN MOIR WEST LOAN FUND, established in 1916 in memory of Marian Moir West, class of 1899, by her sister, Miss Agnes West.

EXPENSES

The cost of the program for three years is summarized as follows:

Application Fee	$ 10.00
Preentrance Tests	22.00
Tuition	1,300.00
Fees	255.00
Board and Room	480.00
Uniforms: women	142.00
men	68.00
Books	150.00
Blue Cross-Blue Shield	360.00
Key Deposit	1.00
Total: women	$2,720.00
men	$2,646.00

(The fees help to support health services, laboratory costs, library, general administration, and student activities. — The cost of the Blue Cross-Blue Shield to the student is dependent upon the charge made to the Hospital by Blue Cross-Blue Shield which may vary yearly. — Of the first-year tuition, $50 is payable prior to entrance.)

FIRST YEAR—On Entrance

Tuition	$ 550.00
Blue Cross-Blue Shield	120.00
Board and Room	480.00
Uniforms (for women only)	33.00
Books	97.00
Fees	85.00
Key Deposit	1.00
Total	$1,366.00

SECOND YEAR

Tuition	$ 550.00
Blue Cross-Blue Shield	120.00
Books	36.00
Fees	65.00
Total	$ 771.00

THIRD YEAR

Tuition	$ 200.00
Blue Cross-Blue Shield	120.00
Books	16.00
Fees	80.00
Graduation	15.00
Total	$ 431.00

Miscellaneous Charges

Certain additional fees may be necessary for some students:

To repeat a course or quarter, with classes and clinical laboratory, the charges will be pro-rated based on the number of hours repeated, and the cost of the courses and related fees.

To repeat or take a specially scheduled examination	$5.00
To be tutored: one student per hour	$5.00
two or more students, per hour, each	$3.50

Additional expenses such as travel, recreation, clothing, laundry, and cleaning rest with the individual student.

The School estimates that travel expenses for field trips and for daily trips to and from cooperating hospitals will cost the second year student approximately $50.00 using public transportation. The student may also be responsible for the cost of the noon meal at these hospitals.

All charges and fees are payable in advance. All checks or money orders should be payable to the School of Nursing, Massachusetts General Hospital. The School reserves the right to change any costs to the students should conditions warrant it.

A student is eligible for advancement into the next term or year and for graduation only after all financial obligations to the School have been met.

Those students and parents who desire to pay tuition and fees in installments may arrange to do so with the Director of the School. No interest or carrying charge is levied. All charges for the year must be paid before the beginning of the next year. In the event of a student's withdrawal, payment of the total balance due for the year will be expected.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no refunds of charges and fees can be made.

Part-Time Employment

It is the policy of the School to advise prospective students to undertake part-time employment only after they have demonstrated their ability to carry academic work successfully.

Paid part-time employment is available on the hospital's patient care units to students in good standing after they have spent an appropriate amount of time in the School. Students may also avail themselves of other work opportunities, on a limited basis, within the policies of the School.

GENERAL INFORMATION

Attendance

Regular and punctual attendance is expected of all students in scheduled learning experiences whether class or laboratory sessions or observation periods. Students through their contributions and outside preparation share in making learning experiences vital and worthwhile. Failure to attend classes or laboratory periods, for whatever cause, reduces the student's opportunity to obtain maximum value from the course and may affect her achievement.

Students are personally responsible for discussing absences with the teachers of the courses involved, prior to the absence if possible, or immediately upon return. The student must demonstrate that she has met the objectives of every course through selected out-of-class assignments, and through other appropriate methods of evaluation. When absence for any reason results in a loss of experiences or interferes with the ability to meet course requirements and thus necessitates withdrawal from the school, the faculty determines the date of the student's return, her privilege of proceeding with her class in the School, and the method and manner of meeting the course requirements.

Students are permitted limited leave for personal illness. All required courses must be completed and the requirements for State registration must be met.

Classes are held on designated class days. Class periods are 50 minutes in length unless otherwise indicated. Clinical laboratory experience is scheduled for specified days of the week. There are two unscheduled days each week.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods for the School Year 1968-1969 are as follows:

FRESHMEN

2 weeks at Christmas time.
4 consecutive weeks in June, July.

JUNIORS

2 consecutive weeks determined by course sequence. These vacation periods are scheduled from October through July, depending on the class section to which a student is assigned.

4 consecutive weeks in August for all Juniors.

SENIORS

6 consecutive weeks scheduled according to time of vacation in Junior year and sequence of program. This vacation may come in any month.

Commencement will be the first week in August.

Leave of Absence

Leaves of absence are requested of the Assistant Director of the School of Nursing. Leaves of absence which are recommended by the physician or faculty are granted readily if for health. Students are not granted leave of absence to care for sick relatives.

The date upon which a student may return to the School after a leave of absence depends upon the readiness of the student to return, as determined by the faculty and health service, and on her availability at the time when classes or required clinical experience resume.

Withdrawals

Students wishing to withdraw are requested to discuss this with the Director or the Assistant Director of the School of Nursing. It is usual that the student will have discussed this also with her family as well as other members of the Faculty such as the Counselor, Faculty Advisor, Instructor or Supervisor of Student Health. Upon withdrawal a written letter of resignation stating reasons for this decision is necessary.

The Faculty may request the withdrawal of students who fail to meet course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and of School citizenship.

The Faculty of the School of Nursing reserves the right to determine which students shall be eligible for readmission. The decision to readmit a student is made by the Faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal qualifications which might indicate suitability for and success in the program.

Depending on the individual circumstances and the length of time elapsed between leaving the School and readmission, special arrangements for review, for tutoring or for repeating certain parts of the program will be made. The time when a student may reenter is determined by the Faculty on the basis of experiences required and the times when these experiences are offered.

Evaluations, Advancement, Graduation

Evaluations by the faculty and by the student herself of her progress are an integral part of the program, and are viewed as a means of guiding the student in the attainment of school objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher made tests, projects, term papers, oral reports, clinical experience reports, National Standardized Achievement tests, conferences with instructors and faculty advisors, and the student self-evaluation, which is written in conjunction with each clinical experience. In this way, students can and are expected to be aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter in the first two years and at appropriate specified intervals in the third year. Course grades are announced at the end of the quarter or term in which the course is completed. A progress or grade report is sent to the students and parents or guardians at the end of each quarter in the first year, and once a year thereafter. Supplementary intermediate reports are made as appropri-

ate in terms of schedules and progress of individual students.

The standard of grading adopted by the School is as follows:

A	*Excellent*	4 quality points
B	*Good*	3 quality points
C	*Fair*	2 quality points
D	*Poor*	1 quality point
E	*Conditional Failure*	0 quality point
F	*Failure*	0 quality point

The cumulative average of all grades is expressed in quality points which are weighed according to the number of hours in each course. An average of two quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives are required for graduation.

Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in nursing, meet school obligations, and in the opinion of the Faculty, are personally fitted to assume the responsibilities of the registered nurse. Students who fail to meet the school standards may, at any time during the program, be placed on warning or be recommended to withdraw. Warning indicates that the student's standing in the School is unsatisfactory and that the student should take steps to improve her standing in order to continue in the program.

Guidance and Counseling

The guidance program of the School directed by the Student Counselors is designed to help the student achieve the greatest professional and personal success and satisfaction. Each student is assigned a Faculty Advisor on entrance with whom she meets regularly to discuss her plans and progress. The frequent contacts between the student and her Faculty Advisor, coordinated with the activities of the Counselors, help to produce student-faculty relationships which are most favorable to positive guidance and better understanding of the student and her particular needs.

A Guidance Committee, composed of faculty members and students serves to promote and strengthen an effective guidance program in all its many phases.

Extra-Curricular Activities

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social, and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. Its Council meets monthly to plan and report progress on various activities. Mass meetings are held four times a year. In addition to the usual business meeting, the program includes speakers on subjects of general interest and various forms of entertainment. The Association promotes student participation in district, state, and national student organizations, sending delegates to local, state, and national meetings.

Within the Association are a student Dormitory Board and Judiciary Board, which

relate respectively to residence and disciplinary affairs. The Big-Little Sister Program, another activity of the Association, plays an important part in student life. Before entering the School, each freshman receives a letter of welcome from her Big Sister, a senior student, offering friendship and assistance. A Big-Little Sister Party is an event of Freshman Week in September.

At various times during the year, teas and other activities provide an opportunity for faculty and students to meet on an informal basis.

The Student-Faculty Relationships Committee, composed of representatives of the two groups, explores areas of mutual concern. There is also student representation on the majority of the standing committees within the faculty organization.

Throughout the year there are several traditional events. These include "Capping," when students change from the student cap to the School cap at the beginning of the third year, the Glee Club's Christmas Candlelight Service, Convocation, Parents' Day for Juniors, Holiday and Spring formals, Senior Week, and Graduation. A yearbook is published by each senior class.

A variety of other seasonal out-of-door activities or social activities are sponsored by various student organization groups throughout the year — sometimes with students from other schools of nursing within the city or state.

In the Boston area or within the hospital community there are a host of other recreational and cultural opportunities, such as concerts, art festivals, musical and theatre events, museums, cookouts, skating, tennis, badminton, bowling, swimming, sailing, inter-school basketball, hiking, and bicycling. Students are also encouraged to pursue their own hobbies, or talents.

Health

The School of Nursing endeavors to establish a social, physical, and emotional environment conducive to the promotion and maintenance of good physical and mental health. Just as the health needs of the student are considered in the overall school program, so is the student encouraged through sound practices in daily living to maintain and improve her own health and to share in the responsibility of protecting the health of others.

A member of the Medical Staff of the Hospital and a Supervisor of Student Health are directly responsible for the care of the health of the students. Consultations with other members of the Hospital Medical-Staff or special examinations are arranged through the Student Health Office when necessary. All of the medical resources of the Hospital are available when needed for student health. There is also an active committee on Student Health. This committee includes the Student Health Physician, members of the Hospital Visiting Staff, School Health Supervisor, a Nutrition Instructor, a Resident Physician, the Student Counselor, a Public Health Nurse Instructor, an Assistant Director of the Hospital, a Psychiatrist, student nurses, and the Director of the School of Nursing.

The first steps of the health program include a thorough physical examination, a

chest X-ray, immunization against common infectious diseases, dental examinations and care, and visual acuity and hearing tests.

The Student Health Service maintains a daily clinic for students seeking counseling, physical examinations, care and follow-up of illnesses, and guidance and instruction in the establishments of positive health habits. Chest X-rays are taken every six months. There is a regular physical examination each year and prior to graduation. Weights are recorded twice a year, with students assuming the responsibility for interim checks. Marked deviations from normal weights are given special attention. Oral supervision is provided through the Dental Clinic and eye examinations or care through the Eye Clinic in cooperation with the Massachusetts Eye and Ear Infirmary. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet. Students assume responsibility for choosing wisely from the cafeteria menus and for otherwise maintaining healthy eating habits.

Due to the cost of medical care all students are required to carry some type of hospital insurance. They may enroll in the Student Nurse Group Blue Cross, Blue Shield plan which carries the Master Medical Clause. Students may be covered by family hospital insurance plans, but should be sure that their coverage is adequate to meet the needs of hospital costs. Families are financially responsible for any hospital costs that are not covered by their insurance plans.

Residence

Living accommodations in the residences are provided for all students. Freshman students have an opportunity to select single or double rooms. Students are assigned to residences according to their year in the school program and assume the responsibility for moving from one residence to another at the end of each year.

Students may live out provided the demands for commuting are consistent with good health. Requests to live out are made by filling out forms provided for this purpose.

Students living out must be available by telephone. No room is provided in the residence for students who commute except a common dressing room shared with others.

Marriage

Enrolled students wishing to be married will discuss their plans with the Director or Assistant Director of the School of Nursing. Married students remain in the program if the requirements of the School can be fulfilled.

INSTRUCTIONAL PROGRAM

Each year of the program, while building upon preceding experience and contributing to the overall professional and personal growth of the student presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce the student to health needs of people and help her to recognize and accept her position as a member of the health team In this hospital, other agencies and broader communities in which she will function as a graduate nurse. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgment, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the hospital and other community agencies. Such a program, with its out-of-class assignments and expected preparation and study implies the twofold responsibility of the student, that is to make a personal contribution to her nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session.

In her freshman year, the student begins with the study of the sciences; physical, biological, and behavioral. At the end of the first three quarters she should have acquired a basic core of chemistry, anatomy and physiology, microbiology and nutrition. In the behavioral sciences there are observations, study and discussions relating to the community which the hospital serves and to various social institutions and social and cultural factors affecting health, attitudes and behavior. Nursing I is taught concurrently with the sciences. For a few hours each week there are planned experiences, guided by the teacher, in patient care areas within the hospital, devoted to considering responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill. Experience with patients begins with the ambulatory patient and progresses to the moderately ill in the first six months; then, in the second semester, to the study and care of adults with acute medical and surgical conditions. Nursing II and the study of Personality Development begin in March when the schedule changes to allow for more experience in the clinical setting. For several days each week students are assigned to units where a nurse instructor continues to be available and to guide student learning. Both theory and practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on the needs of the hospitalized patient, but also

on the relationship of his illness to the patient's background and experience before entering the hospital, and resources for meeting his continuing health needs once he leaves the hospital. Pharmacology, pathology and diet therapy are included in all clinical nursing courses.

The second year provides classes and clinical experiences in four special areas of nursing. Maternal and Child Nursing is an integrated program: Experiences in the delivery of the infant and the care of the mothers and babies are provided at the Boston City Hospital; Experiences in the Nursing of Children are provided at M.G.H. McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Psychiatric Nursing. The special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Experiences in the care of the ambulatory patient and an introduction to operating room nursing are also provided in the second year.

At the end of the second year the student receives her senior cap. The third-year program is a period during which emphasis is placed on increasing depth of knowledge and skill in contrast to the first- and second-year programs where emphasis was on acquisition of knowledge, new techniques and attitudes. The program is planned with objectives which differ in scope and direction and experience, which make greater and different demands on the student in terms of self-motivation, knowledge, skill and responsibility. The instruction and experience is so planned as to enable the former second-year nursing student to move more progressively from her level of independence and ability expected in the beginning graduate nurse.

TYPICAL PROGRAM PLAN

	COURSE HOURS	
	Classroom Theory; Laboratories; Conferences; Field Trips	Clinical Laboratory and Related Experiences
First Year		
Human Relations Seminar	24	
Anatomy and Physiology	87	
Chemistry and Pharmacology I	81	
Microbiology	42½	
Nursing I	60	41
Social Backgrounds for Nursing	60	
Personality Development	40	
Nutrition	23	
Nursing II	502	615
Second Year		
Maternal and Child Nursing		
Anatomy and Physiology (genetics)	229	484
First Aid	12	
Psychiatric Nursing	84	369
History of Nursing	11	
Nursing Care of the Ambulatory Patient	65	148
Operating Room Nursing	68	150
Third Year		
Group Dynamics and Human Relations Seminar	14	
Professional Adjustments	24	
Nursing III	174	1,000

COURSE DESCRIPTIONS

First Year

NURS. 101: ORIENTATION

This course, Professional Adjustments I, is conducted insofar as possible as a discussion group in order to assist the student in early adjustments to her new environment and to professional nursing. The content deals with some of the initial adjustments to the School and the Hospital and to some of the responsibilities of professional nursing with which the student will become involved.

Miss Petzold

SOC. SC. 161, 162, 163:
HUMAN RELATIONS SEMINAR

A seminar which is held during the first, second, and third quarters of the first year. The purpose is to foster seasonal and professional growth during the student's first exposure to the opportunities and demands of becoming a nurse. Growth in personal emotional maturity is related closely to the development of professional identity. The seminar provides assistance with both experiences unique to nursing and the more general problems of growing up which they share with other young people.

BIO. SC. 111, 112, 113:
ANATOMY AND PHYSIOLOGY

An integrated study of histology, anatomy and physiology of the normal human body. Although normal structure and function are emphasized, illustrations of possible abnormalities are mentioned whenever appropriate. Individual laboratory experiences relates directly to class discussions and includes dissections of fresh and preserved specimens. The course is structured to permit students to acquire a useful and accurate scientific vocabulary and to relate an understanding of scientific principles to clinical nursing problems.

Miss Gibbons, Miss Lasser

BIO. SC. 121, 122, 123: MICROBIOLOGY

The microbiology course consists of two parts. The first part includes classroom and laboratory experiences and is a general study of the morphology, physiology, immunological properties, infectious processes, transmission and the control of microorganisms. The second part of the course builds upon the foundation of the first part and is a study of specific pathogens and their relation to health and disease. The student acquires scientific information which is fundamental to nursing care, aseptic technique and his own health.

Miss Gibbons, Miss Jay

PHYS. SC. 141, 142, 143: CHEMISTRY

Basic chemical principles and specific information prerequisite to biochemistry are considered in units on inorganic and organic chemistry. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acid-base balances; and diagnostic laboratory tests. Lectures and laboratory.

Mrs. Tamminen and Mrs. O'Connor

BASIC MATHEMATICS

A sub-unit of chemistry. A brief review of arithmetic and simple algebraic concepts necessary for solving problems in the administration and preparation of medications. The metric system, the apothecaries' sys-

tem, pharmacological terminology and approved abbreviations are included. Lectures and laboratory.

Mrs. Tamminen and Mrs. O'Connor

SOC. SCI. 171, 172:
SOCIAL BACKGROUNDS FOR NURSING

By means of a series of personal and vicarious experiences, the student becomes aware of some existing social conditions and their emotional implications. The importance of culture — the learned ways of thinking, feeling and behaving — in determining methods of meeting universal needs is emphasized for the nurse as well as for the patient. In becoming aware of cultural traits and patterns of others the student may become further aware of his own cultural background.

Miss Sherwin and Nursing Instructors

BIO. SCI. 132: NORMAL NUTRITION AND MODIFIED NUTRITION

Nutrients in food are studied in relationship to normal adult needs. As these nutrients and food sources are considered the student records and evaluates his own intake. Factors affecting food habits and food fallacies and facts are also included. The course is correlated with chemistry, anatomy and physiology.

Mrs. Fleming and Assistant

NURS. 181, 182: NURSING I

A course designed to help the student build a foundation of knowledge, skills, and attitudes essential for giving basic supportive nursing care. Utilizing principles from the biological, physical, and social sciences, the student learns to identify the varying needs of the individual in health and in illness; to formulate a plan for care and health teaching, and to evaluate the effectiveness of her approach.

NURS. 183, 184: NURSING II

A course designed to help the student further develop the understandings, skills, and attitudes of Nursing I.

Through a program of correlated theory and related clinical laboratory experience, basic Medical-Surgical disorders, their prevention, clinical manifestations, diagnosis, and therapeutic management are considered.

A patient-centered, problem-solving approach is utilized with the focus on the nursing care of patients with problems related to selected conditions appropriate to a beginning Medical-Surgical nursing experience. Pathology, Pharmacology, and Nutrition are included as an integral part of the therapeutic plan.

Miss Brady and Instructors

SOC. SCI. 173, 174:
PERSONALITY DEVELOPMENT

A study of behavior, the efforts to satisfy universal needs, emphasizing normal emotional and social development from infancy through the life cycle. The course explores situations involving patient, family members, nurse, and others caring for the patient. Miss Sherwin

NUTRITION

Nutrition as it relates to medical-surgical conditions and maternal and child health. Nutrition is considered concurrently with classes in those conditions. Nutrition as

part of total patient care is integrated with other assignments in the clinical area.

Mrs. Fleming and Assistant

Second Year

NURSING 210R: MATERNAL-CHILD NURSING

A twenty-four-week course, including 2 weeks vacation, designed to assist the student in developing a philosophy, an appreciation and an understanding of the health needs of mothers, infants and children. The course content which emphasizes the family as the major unit of our society includes the normal growth and development of the child from conception through adolescence, the care of the mother during pregnancy, delivery and the post-partal period, and the care of the well and ill child. The nurse's role in the promotion of health and in the treatment of illness is stressed. Discussion is planned to consider the emotional, cultural, socio-economic, nutritional and health teaching factors pertinent in maintaining family health care. Planned instruction is correlated with supervised clinical practice. First Aid is taught concurrently. Miss Mahoney and Instructors

NURSING 280R: FIRST AID

This twelve-hour course, taught concurrently with Maternal and Child Nursing, is designed to help the student learn to function as an efficient first aider: one who is able to promote good safety attitudes and practices, as well as to give care to the victim of an accident or sudden illness when a physician is not immediately available. Upon her satisfactory completion of the course the student receives a standard First Aid Certificate from the American Red Cross. Miss Walsh

NURSING 230R: PSYCHIATRIC NURSING

A course designed to further the student's knowledge of basic concepts of mental health and mental illness, with the primary focus on the understanding of behavior through effective nursing process and therapeutic use of self in order to provide constructive experiences for the patient.

Miss Barile, Miss Walsh, Mrs. Vachon

NURSING 240R: NURSING CARE OF THE AMBULATORY PATIENT

A six-week experience which focuses upon identifying and planning to meet the needs of the patient who comes to the Clinics. The role of the nurse as a health teacher is emphasized in relation to the patient, family and the community. During this experience the student has an opportunity to participate directly with many of the health team members, such as the social worker, doctor, head nurse and nutritionist. There are field trips and planned observations within the community to build upon classroom theory of public health nursing, communicable disease control and health education. Mrs. Shaw and Instructors

NURSING 290R:
OPERATING ROOM NURSING

A course designed to further the student's understanding of the role the operative procedure plays in the total care of the surgical patient, thereby improving preoperative and postoperative nursing care.

Miss Boswell and Instructors

Third Year

SOC. SC. 360: GROUP DEVELOPMENT AND HUMAN RELATIONS SEMINAR

The unit on Group Development is designed to help each student gain greater knowledge, improved skills and deeper appreciation of psycho-social principles, the dynamics and effective use of the Group Process in group guidance tasks and responsibilities, and in using the group discussion approach in teaching tasks and assignments.

The Human Relations Seminar deals with two major hospital centered issues: experiences associated with the psychiatric nursing experience and problems related to the senior year. In the senior year, increased responsibility and professional independence place personal issues of marriage and career in a new light. The seminar facilitates the development of a sense of professional identity crystallized by senior experiences. The method is group discussion.

Miss Kiely and Psychologists

NURSING 301, 302:
PROFESSIONAL ADJUSTMENTS

This course has three units. The first two are intended to develop a perspective of nursing in the framework of present-day society and social trends, explore practices and attitudes which at various periods have affected the sick and their caretakers, and the development, changing structure, and purposes of nursing organizations, and issues and trends in nursing including education and legislation pertaining to nursing roles.

In the third unit the student explores opportunities available to the new graduate, professional requirements for readiness to assume the graduate nurse role, employer-employee expectations, and pertinent factors related to job procurement and satisfaction, and continuing education.

Miss Sherwin, Miss Petzold,
Miss Hardeman, and other Instructors

NURSING 381, 382, 383: NURSING III

This unit divided into three terms, planned to provide the student with varied round-the-clock learning experiences which will enable her to assess, plan, administer, and evaluate nursing care for patients. She moves progressively toward the level of independence, awareness, ability, and judgment expected of a beginning graduate in various types of hospitals, extended care facilities, and in clinics and doctors' offices, including direct patient care or planning for and guiding auxiliary workers giving patient care under her direction.

Senior Nursing Instructors

COMMITTEES, ADMINISTRATION AND FACULTY

Trustees Committee to the School of Nursing and Nursing Service

Mr. Lloyd D. Brace
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Mrs. Lloyd D. Brace
Mr. Francis H. Burr
Miss Sigrid A. Edge
Dr. Daniel S. Ellis
Dr. Robert N. Ganz
Miss Dorothy Hayward
Miss Edna S. Lepper
Dr. Earle W. Wilkins, Jr.
Dr. John H. Knowles
General Director
Miss Natalie Petzold
Director of the School of Nursing

Advisory Council to the School of Nursing

Mrs. Joseph Andrews
Mrs. Lloyd D. Brace
Miss Eleanor Clark
Mr. Maurice Downey
Mrs. Harris Fahnestock
Mrs. Henry Guild, Jr.
Mrs. Francis B. Haydock
Mrs. Dorothy Hayward
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Mrs. Rowland V. Patrick
Mrs. Marilyn Prouty
Mrs. George R. Rowland
Miss Marguerite M. Ryan
Dr. John Stoeckle
Mrs. John A. Volpe
Miss Sigrid A. Edge
Chairman
Dr. John H. Knowles
General Director
Miss Natalie Petzold
Director of the School of Nursing

Honorary Members

Mrs. Henry Bigelow
Mrs. Robert Homans
Mrs. Paul Jones
Mrs. W. K. Jordan
Mrs. Thomas Motley

Officers of Administration and Instruction

Miss Natalie Petzold

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Faculty Committees

Executive Committee of the Faculty

Admissions and Recruitment

Financial Aid

Curriculum

Sub-committee on Records

Sub-committee on Pharmacology

Audio-Visual Aids

Library

Guidance

Student-Faculty Relationships

Health

Residences

Evaluation

By-Laws

Faculty Development

Social Activities